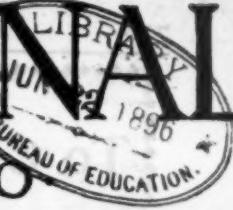


THE SCHOOL JOURNAL

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JUNE 20, 1896.



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UNANIMOUS REPORT

of the Dover, N. H., Text-Book Committee in favor of adopting THE NATURAL COURSE IN MUSIC for use in their public schools.

THE REPORT:

TO THE SCHOOL COMMITTEE:

The Committee on Text-Books, to whom was referred the question of the introduction of the Natural Course in Music, would respectfully recommend that the Natural Course in Music Primer with Charts A, B, and C, used in connection with said Primer, be adopted for the use of the lowest grades in the primary school.

Signed { T. B. GARLAND GEORGE S. FROST
 JAMES H. SOUTHWICK GEORGE R. SMITH
 GEORGE D. McDUFFEE

Dover, N. H., June 11th, 1896.

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Observing, Inquiring, Concluding.

The term self-teaching is closely allied to the terms used as a title to this article. Some children observe readily, inquire further, come to conclusions—they are of the class that teach themselves. But all do not do this. The feeling of curiosity is especially active during childhood; Nature endows the child with this faculty in a high degree. Note the study the infant makes of a new face; later the perpetual asking of questions; the pulling of articles to pieces. But this heaven-conferred power seems to disappear when the child enters the school-room; he is now where inquiry is not attended to; observation is at a discount; conclusion is discouraged. He is now required to commit certain words to memory and recite them.

Yet the child's nature is the same, in school and out of school; the cause of his indifference must arise from the different influences that are acting on him. It cannot be doubted, that the new state of things is prejudicial to the development nature intended in degree and kind. The object of sending the child to school must be to continue *observation* under the lead of one who understands rightly how to do it and to pass the child to the higher stage of *conclusion*. A pupil encouraged to inquire into the why and wherefore of occurrences leaves school with powers far superior to the one who is merely able to repeat words and phrases out of books.

All signs of inquiring interest by pupils should be stimulated and encouraged. Any answer which shows evidence of reflection, however wide of the mark, should receive credit; stupid answers are often due to defective questions. Such answers should put the teacher to thinking; he should not blame the pupil, for often he is to blame. When a child answers wrongly he should be led to see that he is in error.

Then the great readiness of the teacher to tell the pupils what he wants them to know must be put down by a strong hand; he must be willing to lead them to discover for themselves—to observe and conclude for themselves. Such teaching takes longer, it is true, but it is teaching; the other is telling—quite a different matter.

The questions must set the pupil to observing; it is possible to draw from the scholars most of the facts which they are required to learn. In an object lesson, for instance, they observe the various features of the object under notice, and give him the results of their observation and reflection. When an experiment is performed, the pupils are required to observe closely the

sequence of events and then to describe what they have seen. The facts are then put together, and the teacher requires the pupils to draw a conclusion from these; in other words, he gets them to state the fact or law which it was proposed to teach. Similar remarks will apply to the teaching of arithmetic, drawing, grammar, etc.

The pupil should not be required to do or state *anything* unless he can show a reason for it. Instead of telling the pupils to do this, that, and the other, the teacher should propose such questions as: Which is the best way to begin? What should you do next? Next? Supposing I were to ask one to work this exercise alone without giving you any instructions, how should you set about it? etc.

Again, suppose that a paragraph has just been read in the reading lesson. Instead of adopting the usual plan of asking questions bearing on the meanings, the teacher varies the procedure by asking whether there be anything in the paragraph read which anyone in the class does not understand. He gives encouragement to any pupil who proposes a question. "That is a very sensible question which this boy has just asked," etc. If a question be asked, such as other members of the class can answer, they should be encouraged to do so. The exercise of mutual aid in this manner will further develop interest, inquiry, and conclusion. Constant encouragement from the teacher will in time draw out even the most backward to seek enlightenment. This plan can be adopted in most oral lessons. In teaching the reasons for processes in arithmetic, for instance, the teacher should frequently ask whether everything is clear. If no one proposes a question, and the teacher has his doubts, he puts one or two test questions to individuals. In written arithmetic, etc., individuals should be allowed to ask questions on any difficulty which they cannot surmount.

Pupils should often be encouraged to give their individual opinions on points which arise. In the reading lesson, for instance, they should be asked to express opinions on any persons, places, or things dealt with, and to say whether they agree or disagree with the various statements made. This kind of treatment of the lesson will tend to cultivate habits of thoughtfulness. The teacher should single out the tardy answerers. "You don't seem to have any opinion on this matter; try and tell me just what you think about it," etc. In the higher parts of the school, essays should be set requiring the pupils to state their own opinions on subjects which come within their range of observation.

In these methods the teacher assumes the scholars' standpoint—that of a learner. He directs their investigations rather than assumes the oracle. The teacher and scholars work together in the pursuit of knowledge; the former guiding and the latter being led to acquire those methods of investigation whereby the fabric of all real knowledge is constructed.

What Should Not Be Done.

1. The study of things unsuited to the physical development; for example, a young child cannot learn fine penmanship—it has not control of its muscles.

2. Or things unsuited to its mental development; for example, grammatical definitions, in fact all abstract definitions; avoid the whole brood of these.

3. Or searching for knowledge drawn at wrong sources; for example, second-hand knowledge. Pestalozzi's pupils were learning from a book about a window. One of the boys suggested studying the window itself. ("He is right," said Pestalozzi; "I am wrong.")

4. Causing over effort; for example, holding the attention of young children longer than fifteen minutes on one thing, as arithmetic.

Dr. MacAlister relates a visit to a primary school in Philadelphia where the children were being drilled in arithmetic, all other studies being laid aside, the teacher declaring that she "would drill it into them if it took all day." Such wrongs are common!

5. Appealing to improper motives; as offering prizes to the one who should learn the most verses in the Bible. This is one of the most common errors. Gold watches, gold medals, and the whole business of prize-giving is to be condemned. Let the teacher ask if Jesus graded his disciples according to the amount each could recite of His sermon on the mount. The old "marking system" for the purposes it was once used is bound to disappear; pupils were forced to study to get good marks. General Grant's marks at West Point were such, according to his teachers, that should have put him at the tail end of the army.

6. Not appealing to motives; for example, in reading making it a mere mechanical exercise. "He failed because his heart was not in it," was the conclusion about a young man who had taken up the tobacco business, supposing it to be the most lucrative of all. The children sit uninterested over their books; a recess is taken and now how interested! This problem was the one that Froebel sat down to solve! Present motives and the right motives will be the constant study of all teachers at all times and in all places.

7. Not proportioning the effort of the pupil rightly; for example, one-half the time on spelling as has often been done! The pupil out of school would learn a good deal about his surroundings; he should learn a good deal more in school. He would learn a good deal out of school about manners and morals (to condense the statement), he should learn a good deal more in school in the presence of one who is a master in school matters. Out of school his activities would have some expansion; they should be developed more scientifically in school—that is, not wholly language and numbers, important though these are. The whole child comes to school and the whole child should be developed.

8. Not aiming solely at the memory but developing the comprehending powers; for example, an Indian school recited the 23d Psalm in concert, but the largest boy could not tell the meaning of "Shepherd." This tremendous error is being slowly corrected. To be able to spell "heterogeneous," "indefatigable," etc., was once thought the proper work of primary children, but intelligent teachers do so no longer.

Observing, Inquiring, Concluding.

The basis of all scientific knowledge is observation; observation stimulates inquiry; that is, the ascertainment of the relation of this observation to another observation. By comparing two or more observations a conclusion may be reached.

Let the teacher take a candle and place it before a class. They are to observe, to inquire, and to conclude.

The Cup.—They see and will say (1) that there is a beautiful cup, and (2) that the wick is the center of this cup which is (3) full of liquid for burning. If there are no drafts of wind (4) this cup maintains its shape; (5) the sides are firm and solid.

The Wick.—(5) the wick is made of fine tubes as appear under a magnifier; (6) the fluid goes up these tubes into the flame; (7) the fluid becomes a gas and is burnt in that form. (This point should be shown by making a paper tube and introducing the end of it in the flame; gas will soon appear at the other end and may be lighted.)

Shape of the Flame.—(8) The flame is pointed because the heat makes the air around the flame lighter and causes it to rise. Colder air takes the place of the rising air and thus there are currents on all sides that give the cone-like shape to the flame.

These are but a part of the observations that lead to conclusions concerning flame. The candle is a simple thing, a common affair, but conclusions can be reached by thinking about the observations. The habit of observation must be encouraged; for this will be followed by conclusion, which demands thought.



For School-Room Thought.

The teachers need some matters to think over. Here is one. The boys who were in school ten years ago are now out and are drinking beer. So it would seem, for at the annual convention of the National Brewers' Association, in Philadelphia, President Bergner said: "The annual sales have increased in value since 1876 from \$8,500,000 to \$36,000,000, and the brewers of this country now represent a capitalization of \$250,000,000."

A five pound meteorite fell in April in an orchard near Namur, in Belgium, nearly killing a young man who was digging there. It consists of a whitish crystalline paste, containing iron, troilite, olivine, bronzite, and chondroite.

Emperor William receives his salary quarterly in advance. The money is thrice counted by different functionaries at the National treasury, and is afterward placed in a number of strong boxes and carried to the royal mail wagon, waiting at the door between a troop of mounted gendarmes. After the load has been placed in the vehicle the ministers of finance of the empire and of the kingdom place the seals of their respective offices upon the door and accompany the minister of the royal household in his carriage to the palace, the mail wagon with its escort of gendarmes following immediately behind. When the money is actually deposited in the vaults, the minister of the household signs the receipts in the name of "Wilhelm Rex," and "Wilhelm Imperator," respectively, one-half of the sum being derived from the treasury of the kingdom of Prussia, and the other from the treasury of the German empire.

The School Room.

Legends of the Milky Way.

By MARY PROCTOR.

"That broad and ample road,
Whose dust is gold and pavement stars
As stars to us appear."

The Milky Way has sometimes been called the pathway of the gods, who were supposed to tread upon golden sands, each grain of sand being a star. In fact, the greater number of the most brilliant constellations of the northern hemisphere, lie either in the Milky Way or along its borders. "Cassiopeia sits athwart the galaxy whose silvery current winds in and out among the stars of her 'chair.' Perseus is aglow with its sheen as it wraps him about like a mantle of stars; Taurus has the tips of his horns dipped in the great stream; it flows between the shining feet of Gemini and around the head and shoulders of Orion as between starry banks; the peerless Sirius hangs like a gem pendent from the celestial girdle. In the southern hemisphere we should find the beautiful constellation of the ship Argo, containing Canopus, sailing along the Milky Way, blown by the breath of old romance on an endless voyage; the Southern Cross glitters in the very center of the galaxy, and the bright stars of the Centaur might be likened to the heads of golden nails pinning this wondrous scarf, woven of the beams of millions of tiny stars against the dome of the sky. Passing back into the northern hemisphere we find Scorpio, Sagittarius, Aquila, the Dolphin, Cygnus, and resplendent Lyra, all strung along the course of the Milky Way." (Astronomy with an Opera Glass, pp. 116-117, Garrett P. Serviss.)

Many and quaint are the legends of all nations with regard to the Milky Way. The Algonquins believed that there are villages in the sun, inhabited by those who have departed from this earth. The Milky Way is the road that leads to this village, and as the spirits travel along this "Path of Souls" to the land beyond the grave, their camp fires may be seen blazing as brighter stars. Longfellow introduced this myth into the poem "Hiawatha," in describing the journey of Chibiabos to the land of the Hereafter. Whilst hunting deer he crossed the Big Sea Water and was dragged beneath the treacherous ice by the Evil Spirits. By magic he is summoned thence, and hearing the music and singing, he

"Came, obedient to the summons,
To the doorway of the wigwam,
But to enter they forbade him;
Through a chink a coal they gave him,
Through the door burning fire-brand;
Ruler in the Land of Spirits,
Ruler o'er the dead they made him,
Telling him a fire to kindle
For all those who died thereafter—
Camp-fires for their night encampments,
On their solitary journey
To the kingdom of Ponemah,
To the land of the Hereafter."

The Karen stretch threads across the brooks in the Burmese forests, for the ghosts to pass along, and they believe that a dream "is a real journey of the sleeper's soul," for which these threads are doubtless provided.

The Japanese call the Milky Way the Silver River of Heaven, and they believe that on the seventh day of the seventh month (7th of July), the Shepherd-boy star and the Spinning-maiden star cross the Milky Way to meet each other. These are the stars known to us as Capricornus and Alpha Lyra. These stars are the boy with an ox and the girl with a shuttle, about whom the story runs as follows: On the banks of the Silver River of Heaven there lived a beautiful maiden who was a daughter of the Sun: Her name was Shokuso. Night and morning she was ever weaving, blending the roseate hues of morning with the silvery tints of evening, and for this reason she was known as the Spinning-maiden. The sun king chose a husband for her named Kingin, a shepherd boy who guarded his flocks on the banks of the celestial stream. Sad to relate the Spinning-maiden now ceased to work, and utterly forsook her loom and needle. The roseate hues of morning were left to take care of themselves, whilst the silvery tints of evening hung like a ragged fringe on the dark mantle of night. The sun king believing that Kingin was to blame banished him to the other side of the Silver River, telling him that hereafter only once a year on the seventh day of the seventh month, could he see Shokuso. He called together myriads of doves which made a bridge across the river of stars, and supported on their wings the Shepherd boy crossed over to the other side. No sooner had he set foot on the opposite shore than the doves flew away, filling the heavens with their billing and cooing. The weeping wife and loving husband stood for awhile gazing at each other wistfully from afar, and then they separated, one to search for another flock of sheep to lead and the other to ply her shuttle during the long hours of the day with diligent toil. Thus passed the days away, and the sun king again rejoiced in his daughter's industry. But when night came and all

the lamps of heaven were lighted, the lovers would stand beside the banks of the starry river and gaze longingly at each other, eagerly awaiting the seventh night of the seventh month.

As the time draws near the Japanese are filled with miserable forebodings. What if it should rain, for the River of Heaven is filled to the brim, and one extra drop of rain causes a flood which would sweep away the bridge of doves. But if the night is clear then the Japanese believe that the doves make a pathway across the river for Shokuso, so that she may cross over and meet the Shepherd boy. This she does every year save on the sad occasions when it rains. That is why the Japanese hope for clear weather on this night, when the "meeting of the star lovers" is celebrated alike by young and old.

According to a Swedish legend there once lived on earth two mortals who loved each other, but who were doomed to be apart, even after death.

"She was Salami the Fair,
Bold Zulamith was he."

"They were doomed on different stars, far, far apart to dwell.
And each thought of the other, still in longing and in tears,
And while they sat and listened to the music of the spheres;
Those countless miracles of God—stupendous planets rolled
Between poor Salami the Fair and Zulamith the Bold.
But Zulamith with sturdy heart one evening had begun
To build a bridge of light to span the place from star to sun—
And Salami in loving faith, from her lone home afar,
She, too, began to build a bridge of light from sun to star.
They toiled and built a thousand years in love's all-powerful might,
And so the Milky Way was made, a starry bridge of light,
Which now smiles down upon the earth from heaven's placid face
And firmly binds together still the shores of boundless space.
And Salami and Zulamith, when their long toil was done,
Straight rushed into each other's arms and melted into one.
So they became the brightest star in heaven's arch that dwelt,
Great Sirius the mighty sun beneath Orion's belt."

New York, N. Y.



Myths of Different Peoples.

The Eight-Headed Serpent.

(A Japanese Myth.)

A fairy who first owned creation divided it among her three best children. There were Ama, a girl fairy, and Susa and Yampo, two boy fairies.

To Ama was given the sun to have for her own forever and ever.

Yampo received the moon for his home and property. On any bright night, if you will only look up at the moon, you can see him smiling down upon you. He is a very contented fairy and always stays at home.

Susa's heritage was the sea. Have you heard what is said about the wealth that the "dark, unfathomed caves of ocean bear"? If that is all true Susa ought to have been very thankful for his portion.

But Susa's goodness could not have been very great, for the water soon melted it all away.

He began to complain that his home was "Too wet!" Next he became very angry at his sister Ama. He said that her sun rays were stealing his home away from him.

One day he flew into a violent rage and rushed into poor Ama's home, in the sun. There he found her innocently weaving garments of gold and silver. He frightened her and her attendant fairies away from their looms. Then he dashed the machinery to pieces before their very eyes.

They fled in great fright. Ama hid herself in a great earth-cave, the entrance to which she closed with huge stones.

As soon as she had shut herself in it became perfectly dark outside. The sun did not know how to shine without her and the moon cannot shine without the sun.

The other fairies did not know what to do. They called her again and again, but she would not answer them. At last they tried a trick to bring her out.

They began to dance and make strange noises. She had to open a tiny crevice in the rock to see what they were about.

Then her brother told her that a new fairy had arrived. He held a piece of looking-glass before her face.

She had never seen her own reflection before and thought the new fairy very beautiful. She forgot her fright and came out to have a better look at this lovely stranger.

Then her brother whisked her off to the sun again. He told her he had repented of his passion and had been wandering about in search of peace of mind.

After this she caused the sun to shine more brightly than ever before. It lit up a cavern to which her brother had retired and he saw something written upon the wall. It was, "You can nevermore know happiness until you have slain a serpent with eight heads."

So he went forth in search of the serpent.

He had not gone far when he met a father and mother hugging their child to them and weeping bitterly.

He was very tender-hearted with grieving over the mischief he had done in his sister's home. He said to himself, "Here is a chance to do some good."

He asked the weeping couple what the matter was. They said, "Once we had eight lovely daughters. But this is the last child left us, and she will be gone soon. There lives in yonder marsh a dreadful serpent with eight heads. Each year one head makes a meal of one of our children. It is about time now for the eighth head to swallow up our eighth and only daughter."

Having told their pitiful story they fell to weeping again. They wept so violently that he could not refrain from shedding a few tears for company. Then he told them what to do.

"In front of your cottage," he said, "build eight gates. Inside each gate put a large vat of beer."

They did as he told them, and soon the eight-headed monster was seen coming forth from the swamp.

So huge was he that his body trained over eight hills and eight valleys as he wriggled along.

Having eight heads he had, of course, eight noses. These enabled him to smell eight times as readily as any ordinary serpent. This is why the old people felt it would be impossible to hide his prey from him.

But this time he smelled the beer first, for he was mighty fond of beer. He said to himself, "What a good thing it is to have eight heads. I can drink eight draughts at once!"

When he found the eight vats prepared for him he was overjoyed. He thrust a nose into each one.

Soon the eight heads became drunk and rolled out of the vats upon the ground.

Susa came up now and cut them all off with his sword. Then he felt happy once more. His sister had forgiven him and he had saved the child of these afflicted parents.

The old people were so glad that they brought her out of the cottage to thank him. Wonderful to relate, at the touch of his hand she grew up into a beautiful young lady.

He immediately asked her of her father and mother in marriage. Receiving their consent and blessing, he carried her off to his home in the sea.

He remembered, however, that he had once called the sea wet. He erected a beautiful island and built upon it a lovely palace. There his bride lived all her days, dry and happy.

Stories From Greek Mythology.

By H. M. B.

THE FIRST WOMAN.

The first woman was named Pandora. She was made in heaven and all the gods and goddesses helped. Venus gave her beauty, Apollo music, Minerva wisdom. Then she was carried to the earth and presented to Prometheus as a punishment because he had stolen fire from heaven. Prometheus gladly accepted the gift, although he had been cautioned, "Beware of Jupiter and his gifts!"

PANDORA'S BOX.

Pandora found in the house of Prometheus a mysterious box about which she was very curious to know something. So one day she said to herself, "I will just lift the cover and look in."

Thereupon escaped all sorts of evil things—envy and malice and hatred for man's mind, and all kinds of diseases for his body. When poor Pandora tried to put back the cover all these evil things had flown abroad and she could not find them.

In the bottom of the box hope alone was left. Thus it came to pass that no matter how many troubles come to annoy us we may always have hope, and no amount of sorrow should make us really wretched.

PHAETON.

Phaeton was Apollo's son. One day he went to visit his father in his beautiful palace as he sat with the Hours by his side. Phaeton had a favor to ask.

Apollo granted him beforehand any wish he asked, but he repented his rashness when the boy asked that for one day he might be allowed to drive the Sun's chariot across the sky. The father urged his son to make another choice, but in vain; and when Dawn opened the gates of the morning and showed the way strewn with roses, Phaeton sprang into the chariot and started on his way.

The horses knew their new driver and would not be guided, and when the boy looked at the dizzy abyss below he grew frightened, lost the way, and in so doing set all the world on fire.

Then it was that Mother Earth in her pain and distress prayed to Jupiter for help. He brandished a thunderbolt in his hand and struck the hapless youth from the chariot. And suddenly he fell to earth with his hair afame like the shooting star which marks the heavens as it falls.

APOLLO AND DAPHNE.

Daphne was a beautiful maiden, daughter of the river god, Peneus, and she was Apollo's first love. She did not return his love, however, even though he was a god. She fled away from him.

Because she was a nymph she could fly faster than the god could pursue her. The faster she fled the more beautiful she seemed and the more Apollo loved her.

Suddenly she stood before him a beautiful laurel tree. Her father, Peneus, had heard her prayer for deliverance and had changed her form.

This is the reason why Apollo always wore a laurel wreath, and wore laurel branches about the silver harp he loved to play.

For Discussion in the History Class.

Let the pupils recall the leading alliances that have been made between nations in the course of European history, telling whether each was offensive or defensive or both, the object of each, and its results.

Then have a good reader present the following and have the pupils discuss the situation as given, making comparisons with the past and forecasting the future under the possibility of a coming "Court of Arbitration :

"Affairs in Europe are decidedly mixed. Not for many a year have international relations been so complicated and international movements so contradictory. 'Codlin's friend, not Short,' has often been the watchword of the day. But now both Codlin and Short are friends, and both, too, are enemies. No wonder Lord Salisbury's friends want to know 'what the old man is up to, anyway,' while poor M. Berthelot resigns his portfolio in despair and goes back to his crucibles and alembics.

"Take for example the attitude of Great Britain toward the Continental Powers. For the last three months she and Germany have been glaring at each other with hands on swords, and the latter is still busy with anti-British intrigues in South Africa. Yet Great Britain is sending an expedition up the Nile, which will be a regular godsend to the Triple Alliance, and for which Germany is effusively expressing her gratitude. Great Britain and France have long been half unfriendly, especially over the occupation of Egypt, and the new move up the Nile is certain to intensify the trouble. At the same time they are working together like hand and glove in Siam. Great Britain and Russia are oldtime enemies. Yet within the last few months there has been a distinct movement toward a close friendship between them. The Pamir dispute is settled, and a friendly understanding undoubtedly exists between them regarding the disposition of Corea and Manchuria. At the same time Russia is sending aid and comfort to the Abyssinians, against whom Great Britain is backing Italy.

"Similar contradictoriness may be observed in the relations between the other powers. Each is trying to use the others for its own selfish ends, and is equally ready to do any of them a good or a bad turn, as its own interests may seem to dictate. It is a curious spectacle, and one that may well make Americans thankful that they are out of the snarl."

Misused Words.

1. ADDRESS, DIRECT.—*Address* is commonly misused for *direct*. A letter is addressed, at the beginning, to the one who is to read it, but directed (outside) to the one who is to receive it. Hence, packages are always *directed*, not *addressed*.

2. AGGRAVATE, IRRITATE.—*Aggravate* means "to add to," "to make heavy, or heavier." It should not be used for *irritate*, which means "to anger," " vex," " provoke," " exasperate," etc. Examples: Injury is aggravated by the addition of insult. He irritates me by his impudence.

3. AMONG, BETWEEN.—*Between* ordinarily applies to two; *among* to a greater number; as, "The farmer divided his property between two sons; his money, among three daughters."

4. ANSWER, REPLY.—We *answer* questions and *reply* to charges or assertions. In answering letters for the purpose of giving information, do not say, "In reply to your letter," etc.

5. APT, LIABLE, LIKELY.—*Apt* means "quick," "inclined," or "disposed to do;" hence applicable to persons only; as, "A pupil apt to learn." "Men are apt to slander others."

Liable means "responsible," "exposed to," or "in danger of." It is applicable to both persons and things; as, "They are liable for the cost of the goods." "Tall trees are liable to be struck by lightning." "He is liable to get hurt."

Likely means having "probability," "giving reason to expect;" as, "He is likely to come again." "It is not likely to occur soon." "I am not likely to go."

These three words are very commonly misused. The errors occur chiefly in the use of *apt* for *liable* or *likely*. *Liable* is also misused for *likely*, and *likely* is seldom misused in the place of either of the others.

6. AT LENGTH, AT LAST.—When reference is made to time, *at last* should be used; as, "At last we came to our journey's end." *At length* means "in full" or "to a considerable extent;" as, "He wrote to me at length about the affair."

7. AVOCATION VOCATION.—A man's vocation is his business or calling; that in which he is regularly engaged. His *avocations*

are the things which call him away from his regular work; *vocare*, to call; *a-vocare*, to call away. Thus a lawyer's vocation, properly speaking, is the practice of law. When he leaves his business and goes a-fishing, the latter is, for the time, his *avocation*.

8. A WHILE AND AWHILE.—*While* was originally regarded as a noun preceded by the article *a*. When used to limit a verb, the two are now written together and regarded as a pure adverb. But when they follow a preposition they are written separately, *while* then being a noun. Examples: "This will do for a while. He will go in a little while."

The Mosquito and Malaria.

The female mosquito, after she has filled herself with blood—the male insect is not a blood-sucker—seeks out some dark and sheltered spot near stagnant water. At the end of about six days she quits her shelter, and, alighting on the surface of the water, deposits her eggs thereon. She then dies, and, as a rule falls into the water beside her eggs. The eggs float about for a time, and then each gives birth to a tiny swimming larva. These larvae have a voracious appetite, grow and cast their skins several times to admit of growth. Later they pass into the nymph stage, during which, after a time, they float on the surface of the water. Finally, the shell of the nymph cracks along its dorsal surface and a young mosquito emerges. Standing, as on a raft, on the empty pelt the young mosquito floats on the surface of the water while its wings are drying and acquiring rigidity. When this is complete it flies away. The young mosquito larvae, to satisfy their prodigious appetites, devour everything eatable they come across; and one of the first things they eat if they get the chance is the dead body of their parent, now soft and sodden from decomposition and long immersion. Along with her body, of course, the larvae swallow any germs it may contain.

The malarial parasite or germ, when in the mosquito, multiplies rapidly; the ponds dry up, the mosquito dies, the winds take up the parasite; it is inhaled by man, and getting into the blood causes malaria. The mosquito may not be the only insect that affords a breeding place for the malarial germ.

Primary Geometry.

Hexagon folded from the square: Place the paper on the desk with the edges parallel with the edges of the desk, fold the front right corner on the back left corner, open it, fold the front left corner on the back right corner, open it (notice the diagonals), fold the front right corner to the center, fold the back left corner to the center, Fig. 29. Fig. 30 is a suggestion for mounting.

To fold the octagon, Fig. 31, place the paper on the desk as indicated above, dictate for folding the diagonals, proceed as fol-

lows: Fold the front right corner to the center, fold the back left corner to the center, fold the front left corner to the center, fold the back right corner to the center.

The square which must not be turned while folding (unless by direction) is now in a diagonal position with one corner front, one corner back, one on the right and one on the left; now, fold the right corner half way to the center, fold the left corner half way to the center, the front corner half way to the center, the back corner half way to the center. Mount as suggested in Fig. 32.

The Equilateral Triangle. Study the triangle. For folding, place the sheet of paper on the desk with one edge parallel with the front edge of the desk, fold the right edge on the left edge, forming the right scalene triangle, as in Fig. 1. Mount as in Figs. 2, 3, 4, or 5. By combining two of these foldings the oblong, rhomboid, and trapezium may be obtained, as in Figs. 6, 7, and 8.

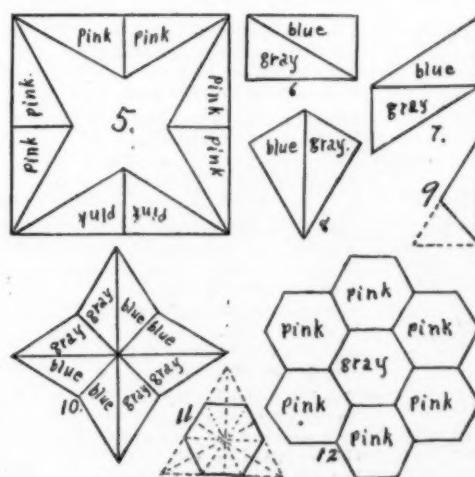
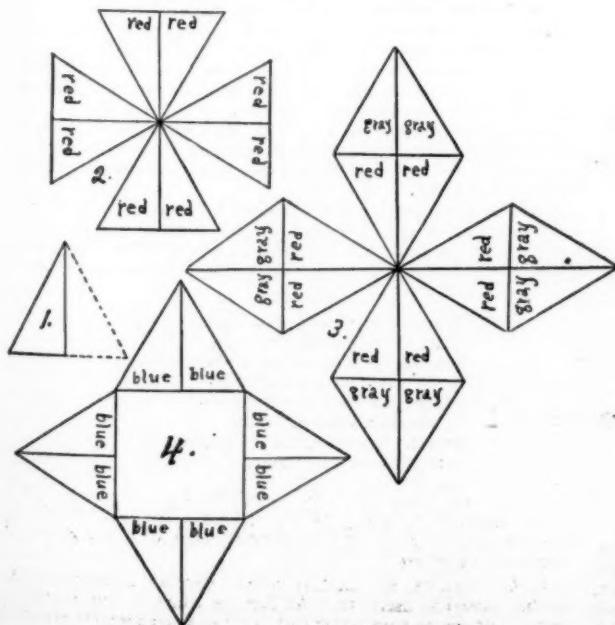
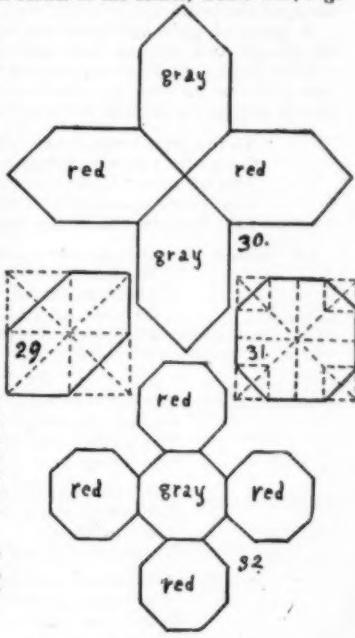
To fold the obtuse scalene triangle, place the paper on the desk as indicated, fold the right edge on the left edge, fold the front edges (both upper and lower), on the right edge. Crease well, Fig. 9. Fig. 10 illustrates the mounting.

To fold the hexagon, place the paper in proper position; fold the right edge on the left edge, open it, fold the front edge on the left edge, open it, fold the front edge on the right edge, open (cause children to notice the different forms made by the creases), fold the front right corner to the center, fold the front left corner to the center, fold the back corner to the center, crease well, Fig. 11. Fig. 12 is a suggestion for mounting. Other forms can be made from the triangle by the ingenuity of the teacher.

When the children have become grounded in the base forms given in prior articles, the different ones might be combined in beauty forms. There is great range in the geometrical foldings for invention of figures and color combinations.

The teacher herself should never lose sight of the progress from simple to complex, impressing the children with that as well as the deeper geometric truths in simple allusions to them. Of course the capacity of the pupils must be considered before this is attempted.

It is a good idea to have the whole class combine in making many



of the same forms, afterwards utilizing them as borders or room decorations, mounted neatly on white or neutral tints.

—S. Van Note, in *The Kindergarten*.

June Exercises for Tired Children.

By JULIA E. PECK.

Do let us invent something lively for closing exercises, yet at the same time make it something which will prove that we have been quite industrious.

Let us consider the children first and give them something they will enjoy—a surprise if possible.

Let us use material on hand. A lot of new and unfamiliar objects, introduced at the last moment would confuse the children, but if we "conduct our services" along familiar lines, they will be unembarrassed and at ease.

The door of the supply closet stands open, from here we can see rows and rows of pretty things, all made by the children in their cardboard modeling. Let us use some of these.

These cardboard baskets, the children during their noon recess may line with bright tissue paper, frilling a ruffle around the edge of each. These we will use to hold flowers. A table with a pretty cloth—the prettiest that can be borrowed, will hold these flower baskets, which the children will fill with the familiar flowers used in our every-day botany lessons during the year.

We march, to music, stated number of times, and according to previous drill, and the last time, marching now in single file, each child takes a flower basket in passing. Then the teacher when all are seated, will let several children, one at a time, choose a flower from her basket and tell what she knows of its root, stem, leaves, etc., while "our artists" draw pictures of these flowers upon the board.

A group of girls and boys may come to the platform. (We like groups, as it saves us from self-consciousness) each holding a flower basket and these may sing or recite a flower song. The first child—or perhaps the school—giving us a sort of introduction by singing the familiar kindergarten song with motions.

"To the great brown house where the flowers dwell
Comes the rain with its tap, tap, tap;
And whispers: Violet, Snowdrop, Rose,
Your pretty eyes you must now unclose,
Says the rain with its tap, tap, tap."

1st Child.— "O Daffy-down-dilly,
So brave and so true!
I wish all were like you—
So ready for duty.
In all sorts of weather,
And loyal to courage
And duty together."

2nd Child.— The red rose says, "Be sweet,"
And the lily bids, "Be pure,"
The hardy, brave chrysanthemum,
"Be patient and endure."

The violet whispering, "Give,
Nor grudge nor count the cost."
The woodbine, "Keep on blossoming
In spite of chill and frost."

And so each gracious flower,
Was each a several word
Which read together maketh up
The message of the Lord.

(*"What the Flowers Say," by Susan Coolidge.*)

3d Child.— I met a winsome darling,
She came with Spring, I think.
The color of her costume
Was most bewitching pink.

I heard her neighbors call her
Wild Rose, as I passed by;
She is cousin of the Sunshine,
And daughter of the Sky.

(*"In the Pasture," by M. F. Butts.*)

4th Child.— "Dandelion, dandelion,
Where's your cap of gold?
Where's the jacket green and trim
That you wore of old?
Then you nodded to the birds
In a jaunty way,
And you danced to every tune
The breeze could play.

"Dandelion, dandelion,
Summer's coming on,
And your wig is snowy white,
Golden locks are gone.
But you've had a merry time
Since you began,
And even now you are a cheery
Blithe old man."—*Adapted.*

Again our cardboard modeling comes into play, in an exercise which will be a surprise to the children.

We have chosen two boxes with lids (cube-shaped, modeled by the children in cardboard). Tom and John, previously and privately drilled, take these boxes and mount the platform, while their teacher remarks Tom is not to tell us what is in his box, its cover is shut tight, the little thing inside wishes to speak to you. Tom will speak for it. Tom recites this poem (selected) without announcing its title.

COAL.

I am as black as black can be,
And yet I shine,
My home was deep within the earth
In a dark mine.

Ages ago I was buried there,
And yet I hold
The sunshine and the heat which warmed
That world of old.
Though black and cold I seem to be
Yet I can glow.
Just put me in a blazing fire,
Then you will know.—*L. W.*

The children must not begin to guess what this is until we hear the second poem.

John, also previously and privately drilled, holds the second box. The children will note that John's box has holes in the lid. Of course there must be something alive in this, they will say, for there are air-holes, so that the "live creature can breathe."

The teacher remarks that John will speak for this little live creature which is inside because it might feel timid about talking before so many children.

John recites this verse found in a charming little book called "*Some Little Neighbors and Their Homes.*" By Adelaide C. Fitch and Rachel A. Conner, Scranton, Pa.

"There's a busy little ploughman,
He lives down by the gate,
He never makes a single sound
Tho' he works both long and late;
He doesn't wear a big straw hat,
Nor chirrup to his team,
And what he does his ploughing with,
I'm sure you'd never dream.
But when you've heard his wondrous tale,
I think you'll surely say,
He's as busy, this small ploughman,
As a farmer any day."

(Subject of poem—*An Earthworm.*)

The children will now begin to guess and after discovering, may add spontaneously from their own knowledge facts about the coal and the earthworm.

Still another exercise, also a surprise to the school, which can be varied and extended, according to the good nature and patience of visitors and according to the previous training of the children in geography.

A group of girls (who have been privately drilled) come in from the dressing-room in the character of little mothers, each carrying a doll baby which is dressed in costume of a different country.

The little mothers seat themselves in chairs, previously placed in a row on the platform, by a boy most polite.

These little mothers (drilled carefully in short sentences) make a few remarks in turn about their babies. At the close the school offers spontaneously additional information about these different countries where the babies live, customs, manners, etc., according to instruction given during the year.

The well-known and valuable little book for children entitled "*Seven Little Sisters*" will be suggestive in getting up this exercise, and also the "Child Life" articles in back numbers of THE SCHOOL JOURNAL.

It will be a pretty exercise at the close for these little mothers, still sitting in the chairs, to sing the dolls to sleep with this lullaby, found in the Hailmann collection of Kindergarten songs, the school joining in singing the last verse, using the motions given.

ULLABY.

When little birdie bye-bye goes,
Quiet as mice in churches,
He puts his head where no one knows,
And on one leg he perches.
When little baby bye-bye goes,
On mamma's arm reposing,
Soon he lies beneath the clothes,
Safe in the cradle dozing.

When pretty pussy goes to sleep,
Tail and nose together,
Then little mice around her creep
Lightly as a feather.
When little baby goes to sleep,
And he is very near us,
Then on tip-toe softly creep
That baby may not hear us.

Lessons on School Holidays

By A. M. CLYDE.

INDEPENDENCE DAY.

The national holidays offer golden opportunities for inculcating self restraint, love of country, regard for the happiness of others, and respect for law, as well as for giving instruction in that knowledge which every American boy ought to possess to fit him for the duties of citizenship.

In order that the children may appreciate to the fullest extent the lesson each holiday bears to them, they must understand something of the history which leads to its celebration. If too young to study history, let the language and reading lessons for several days preceding the holiday correlate around its chief events.

In preparing lessons leading up to the celebration of the Declaration of Independence it is necessary to review briefly the history of the American colonists. Tell of the settlement of America by English people. Tell of the loyalty of these colonists to English customs and English rule, and of their willingness to help the mother country in time of war. Let this be followed by a brief sketch of the French and Indian war, emphasizing the bravery and patience of the colonists for nine years, and the achievements of the young American colonel—George Washington.

Another lesson may be devoted to the unjust taxation of the colonists by Great Britain, although they were ready and willing to help pay the debts which the war had contracted.

Taxation and taxes are readily understood when brought down to the experience of the children by reference to the taxes paid on property. The necessity of collecting this money, and its use in defraying expenses incurred by the city in paying public officials, erecting public buildings, etc., will be quite clear to the pupils.

The appeals made to King George III.; his refusal to listen to them; the meeting of representatives from all the colonies, in Philadelphia, and their determination to fight for their rights lead to a few facts in regard to the Revolution.

The story of the battle of Lexington followed by the reading of Paul Revere's Ride, the excitement caused by the first battle and the choice of George Washington as commander-in-chief of the army, all interest the children.

The story of Great George Washington, by Nora A. Smith, tells the history of the struggle and its successful culmination. It may be divided into two parts and read to the children, who will digest enough of the actual instruction it gives to enable

them to appreciate the sufferings and courage of the American soldiers, and the bravery and wisdom of their commander.

Having become a nation it was necessary to have a flag by which the nation would be recognized.

The picture of Betsy Ross and that of the house in which she lived drawn upon the board will interest the children and help them to remember the History of the Birth of the Flag. The story of the interview between Mrs. Ross and the flag committee with its result should be told, and the picture of the original flag with the thirteen stars and thirteen stripes drawn. The meaning of the thirteen stars and stripes should be given, and if possible a new flag shown and the explanation of the increase in the number of stars also given.

The American Flag, by Joseph Rodman Drake, may be read and the duty of every one to love, honor, and protect the flag should be impressed upon the children. They will also enjoy "Barbara Fritchie," and selections from "Our Country," by John Greenleaf Whittier. Refer to the growth of our country since its formation into the United States. Speak of what it is now—a republic—a model country, the good or evil of which is in the hands of these children. Impress upon them that, when the time comes, they must by their vote see to it that only honest, upright men are placed in office. Then they will hold the union where it is—the best government in the world. In the meanwhile by leading pure and noble lives they are preparing to assume the responsibilities of their heritage—Freedom—in a free land. Let them sing many patriotic songs, and when possible commit to memory and recite selections from the poems mentioned. Let us do all that we can to make our boys and girls say and feel from their innermost hearts,

"O land of lands! to thee we give,
Our prayers, our hopes, our service free;
For thee thy sons shall nobly live,
And at thy need shall die for thee."

A course of medicine to purify the blood is now in order. Take Hood's Sarsaparilla.

THE SCHOOL JOURNAL.

Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year; EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly, 30 cents a year.

E. L. KELLOGG & CO., 61 East Ninth street, New York.



SHERIDAN PUBLIC SCHOOL, PORTER TOWNSHIP, SCHUYLKILL CO., PA.

Letters.

Drawing in the New York Schools.

The subject of art education in the common schools of New York state came before the New York State Art Teachers' Association which recently convened in the Teachers college in this city. In his address of welcome, Prof. Hervey said of art education : " It can be rated as belonging to that knowledge which is of most worth ; for (1) it answers a call of civilization, and so bears on the important province of sociology ; (2) it meets a need of the child, and so satisfies the demands of psychology, and (3) it fits into the school curriculum by furnishing a practical basis for correlation.

Mr. Chas. F. Wheelock, head inspector Regent's Department, reviewing the history of the last twenty years during which drawing has been a part of the public school curriculum of the state, sums up as follows :

" I am forced to the conclusion that in the main we have accomplished very little of what we set out to do. I know that the members of this association will say that the work has been a glorious success, and you are honest in that conviction, but you have seen the work only in spots and under especially favorable conditions. You are familiar with the art schools and the art classes in specially favored localities. I see the results of the work in 500 union schools and academies and in 5000 common schools which are tributary to them, scattered over the whole length and breadth of this great state. I see not only the results which are gathered in at examinations, but I see the work itself in actual progress. I meet the teachers and principals and superintendents of those schools and I ask them the question, " What valuable results are you getting from your work in drawing ? " and the usual answer is, " Not much of anything." Of course there are many exceptions, but the rule is as I have stated it, and the answer is correct."

After the reading of this paper, a discussion arose between Mr. John S. Clark and Mr. A. S. Downing as to the cause of the unsatisfactory condition of drawing throughout the schools of the state as depicted by Mr. Wheelock. Mr. Clark claimed that it was because of the absence of high ideals and definite plans on the part of the state authorities, especially criticising Mr. Downing's views on the subject. Mr. Downing maintained that there is no lack of proper ideals, but that conditions have limited the development of the plans which would vindicate themselves in due time. I believe that both were, in a measure, right. Mr. Downing and his associates have been battling with conditions which we hope are largely in the past now, and for which they adopted that which was, possibly, the most effective method of warfare. With this preparatory tilling the soil is now ready, perhaps, for the engraftment of more advanced work.

I believe that Mr. Clark does not give Mr. Downing sufficient credit for his heroic and successful efforts to save this subject to the common schools of the state and for an enthusiasm which has awakened the slumbering interest of many an indifferent teacher, and I think that Mr. Downing does not give Mr. Clark sufficient credit for sincerity. It is not always just to declare that because a man's financial interests are involved he has no sincere interest in his work beyond that.

I will say that as I have been asked to outline some suggestions regarding this very important matter, I am of the opinion that one reason so little has been accomplished is that we have kept too near the dry, hard, mechanical, practical, material. There has not been enough which appeals to the higher powers of the imagination ; not enough of the interpretation of the beautiful in nature and in art.

I am firmly convinced that the ultimate aim of all art study should be culture and character building. We do not now teach arithmetic solely because it will make one " smart at figures ; " we do not now teach geography solely in order that our pupils may know the loca-

tion of a particular feature of the earth's surface ; nor history solely that they may know that a certain thing happened at a certain time and place. Our main reason for requiring our pupils to study these subjects is because the study of them contributes to a well rounded manhood or womanhood ; because they are important factors in the development of the individual and the elevation of the race ; the other things are, in a sense, incidental. Just so should our attitude be toward art education. Our main object should be to have it contribute toward moral and spiritual elevation, and while skill in execution is very desirable it should not be regarded as the all-important end to be attained.

The state director of art education should (1) have the ability and the power to plan a course of study ; (2) by personal visitation of the schools while in session help the teachers to carry it out ; (3) have general charge of the work in institutes and summer schools (the latter gives by far the better opportunity for successful work with teachers, as there is more time, equipment, and opportunity for something besides theory, which is about all that can be attempted at institutes, giving some excuse for the large amount of theoretic perspective which has been so severely criticised). (4) He should have a sufficient number of assistants so that the entire body of teachers will be reached.

Parents and citizens generally should be enlightened as to the object and importance of the work. . I would further suggest besides the usual subjects for summer schools and institutes, *well illustrated* lessons and lectures on color, harmony, and art history, the latter illustrated by many large photographs or good engravings of the world's masterpieces of architecture, painting, and sculpture, also by means of lantern slides. If this course is pursued the teachers will go to their schools with enthusiasm and inspiration. They will secure good reproductions of classic works of art to replace the tobacco and even whisky advertisements which disgrace the walls of many schools. They will enlist the pupils, and through them the parents in the work of beautifying the school. What a different place it will be when the walls have been tinted and a few good pictures and casts have been hung.

The personal visitation of the teacher in the school by the director or his assistant will be an important factor in the training of the teachers. In this way the director can better determine the individual needs of the teacher and help will be more effective and inspiring if given personally in the proper spirit. How would the physician succeed if he prescribed for his patients *en masse* ?

There is also much room for improvement in the matter of examinations. The outline course of study recommended by the New York State Art Teachers' Association at the last meeting, contains the following suggestions regarding examinations :

" As far as possible all examinations should be of such a character as to develop in the individual the acquirement of the vital things in art education, including individual observation, expression, artistic rendering, and an appreciation of good art."

In examinations for teachers great importance should be placed upon art history and methods of teaching.

The state should furnish a good lantern with equipment of slides and other illustrative material.

Mr. Wheelock, in his paper, severely denounced type forms, though admitting that properly used they are an advantage. He evidently had in mind the abuse of type forms, which every one encounters who makes a habit of visiting schools. They have certainly done more than any other one thing to simplify drawing, and encourage teachers and pupils to believe that they could learn to draw, with their aid, and to promote object drawing. There are many other advantages which it is not necessary to name here, but they may also in the hands of ignorant teachers become instruments for the destruction of every atom of artistic feeling in the child. It all depends upon the teacher. Then let our watchword be : Train and inspire the teachers.

JAMES CLELL WITTER, Editor of *Art Education*.

Expert Supervision.

(Continued from JOURNAL of June 6.)

We employ a critic teacher in our schools whose work has been carried out along two lines, namely:

1. About one third of her time this year is devoted to teaching in the rooms of other teachers while they visit other rooms and grades. This line of work not only permits our teachers to visit the work of their own grade and other grades in different buildings, but it also enables the critic teacher, by having full charge of different rooms, to fully and carefully test the results of the various teachers as exhibited in their pupils.

2. The remaining time has been devoted, largely, to visiting teachers in their work. In this line of work the critic often conducts the recitation, or a series of recitations, while the regular teacher in charge of the room observes the work, after which there are conferences of the two to compare work, point out difficulties and discuss remedies.

Frequently the critic observes the instruction of the regular teacher through the day, making suggestions here and there, and at the close of the day reviews the day's work.

Time is taken by the critic to inspect the plans and assignments of the teachers, to discuss and criticise the same and to bring helpful books and other material to the notice of teachers.

In addition to the critic's work among the teachers, fully two-thirds of the city superintendent's time is devoted to visiting teachers in their work; discussing with them their plans, manner of instruction, problems of discipline, special and general, sources of information and inspiration and plans for daily and general preparation.

The results of our critic teacher's labors convince me of the fact that a critic is one of the most helpful teachers in any system of schools too large to permit the superintendent to come into frequent personal contact with all the teachers in their work.

There are two kinds of school supervision. The one, dogmatic supervision, smacks of the spirit of police regulation. It makes the teacher a kind of tool in the hands of the superintendent. It makes the superintendent a dispenser of pedagogical nostrums to the teachers. The other kind of supervision carries helpful, sympathetic criticism into the school-room. It recognizes the teacher as a necessary, living factor in the work. It does not crush the teacher as a force in herself; but, on the other hand, it brings out her originality in the details of her work. It gives to the individual teacher a higher sense of her personal responsibility. We cannot have too much of this second kind of supervision.

T. F. FITZGIBBON.

Supt. of Public Schools, Elwood, Ind.

We all want better schools, and the only way we can have better schools is by getting better teachers. Since we have the best we can get now, the only thing left to do is to make those we have better. Nine-tenths of our teachers acquire their proficiency from experience in the school room as a teacher. The training schools can furnish but a small per cent. of the teachers needed. The rest should receive the benefit of skillful instruction while they are teaching. This instruction must be given by the superintendent, supervisors, or special instructors. A superintendent cannot help a teacher much until he knows her work by observation.

Logansport has sixty teachers. The superintendent can make one hundred visits per month, or can inspect the work of each teacher about twice a month. This is not sufficient to enable him to keep in close touch with the teacher's work. He may know whether the teacher is a success or a failure, but he cannot know to what degree, nor can he often, by instruction, turn failure into success.

Teachers are by nature like other people, and do their best work when they know that they are closely observed by a superior; they will be more cheerful in their work if they have confidence in the ability of that superior. If our teachers here receive more instruction, the principals must have supervisory duties, or I must do more and better work myself.

The question of another state normal school is being agitated to some extent. I believe money spent for skillful assistant superintendents will do much more good just now. I would rather have two supervisors of instruction in all branches than two special teachers in music, drawing, etc.

Supt. Public Schools, Logansport, Ind. A. H. DOUGLASS.

This past year Muncie has employed a supervisor of music, one of penmanship, and one of primary instruction or for first three grades.

When every teacher must be a master workman, when professional schools are limited in capacity and number, then the

duties of the superintendent of a system of schools of a city having forty or more teachers under his supervision become so diversified and so heaped up that the only relief for him is to divide some of the duties usually devolving upon him among coadjutors. What should we take from him, is an important question.

Since we generally agree that the child is the most important part of any system of schools, that the way he is daily instructed, needs to be most carefully planned and watched, and since so few of our teachers come professionally marked to do the careful planning and watching, it seems to be the only reasonable solution of the problem to place the methods of instruction in the hands of some one who has been specially prepared by study and experience to do such work.

This year Muncie has a supervisor of primary instruction, whose duty it is to prepare the outlines of the work as prepared in the course of study; to see that the teachers know what this work is, and to watch its presentation by the teachers to the pupils.

The results have justified the step, and we feel that more good work has been done in the Muncie schools this year than ever before.

W. R. SNYDER.

Supt. Public Schools, Muncie, Ind.

Our specialists are the teachers of drawing and music, and if these are to be taught in public schools I see no way with our present supply of teachers by which they can be taught except by specialists. This work with us has been eminently satisfactory. As to supervisors, this must be determined almost entirely by the needs of each locality. Some superintendents are required to do one thing and some another by different boards of education. In some places he seems to be fitted more perfectly to act as the business agent of the board and in other instances he is an educator and gives his attention to teaching and supervising.

I think it is generally true that a good supervisor of primary methods—a woman of experience, who does nothing else than to go freely among the teachers of the primary or the primary and grammar grades to guide, direct, and when necessary to assist in actual teaching—is an almost invaluable factor in a system of city schools. Very often a teacher who would become discouraged and lose her grip on the school can by judicious help from such supervision be led to see the road to success and to follow it. I am not pleading in this remark for this weak teacher, but that the school will thus be saved from the demoralizing effect of a failure.

We have had a primary supervisor for this year. She has charge of the supervision of instruction in kindergarten and the first four grades, and I think her work has been very helpful to the schools.

Of course, when such supervision is supplied, the superintendent should see to it that the unity of the school is preserved, and should be held responsible for such unity throughout the course.

J. F. KNIGHT.

Supt. Public Schools, La Porte, Ind.

In our schools, we have a system of primary supervision by which the assistant principal of a building has oversight of the primary instruction in the building. The grammar grades are not supervised as to the instruction, except as to the time which the principals of the buildings can spare from their own rooms. The superintendent of course, has general supervision of all the instruction. I think our plan is not as good as if we were to have a regular assistant superintendent, but it has been in vogue here for many years and, working as it does, fairly well, it would not be easy to change.

JUSTIN N. STUDY.

Supt. Public Schools, Richmond, Ind.

We are supporters of the supervisor system, and think it could be made of very material aid, if supervisors of less than full grade buildings could be employed.

Our principals each have assistants, and have one-half of their time for supervision. Supervisors in special lines would be an improvement over the present regime, but the additional cost of such supervision makes it a difficult matter to introduce it in cities as small as ours.

W. R. J. STRATFORD.

Supt. Public Schools, Peru, Ind.

We have employed in our work three professionally trained teachers, called observation and supply teachers. When regular teachers are off duty, these experts take charge of their rooms during their absence. When not thus engaged, these experts spend their time in visiting schools and helping the teachers, and afterwards report to the superintendent their observations and suggestions. All things considered, this is the most satisfactory kind of supervision we have ever had. This is, of course, in addition to what the superintendent may be able to do in that line.

WM. H. WILEY.

Supt. Public Schools, Terre Haute, Ind.

Editorial Notes.

We regret to see that the *Catholic Reading Circle Review* makes charges of bigotry against THE JOURNAL; objecting to an insinuation that the Spanish Inquisition has done other than lovely acts in the distant past; objecting to a program entitled the Progress of Liberty because an essay on John Wickliff was therein suggested; for, says the *Catholic Reading Circle Review*, this subject was "selected because of this man's hostility to the Roman clergy"—which is hardly a logical conclusion. It objects that only Protestant opinions are given and Protestant literature only cited; this, provided it is not done in a partisan spirit, cannot be objected to. A fair reader can nowhere find that Catholics, as such, are condemned; it condemns all who opposed the progress of liberty.

THE SCHOOL JOURNAL has often had occasion during the past twenty-two years to battle for an equal toleration to Catholics in the public schools; "it knows no north, no south, no east, no west in education; it encourages the work of earnest teachers of all faiths; it regrets an article whose spirit cannot but afford intense pleasure to the intolerant A. P. A., and which will be cited by them as proof of the need of their organization. It is almost inconceivable that such an article could have found entrance into a Catholic paper.

Shall a college graduate, having no pedagogical training, be granted a certificate of fitness to teach? Respect for the college is so great that the public is apt to concede too much to a graduate; once he was spoken of with bated breath. It was thought he could fill almost any position as a teacher. Of late years there has been a tendency to withdraw some of the advantages conceded to him. In Massachusetts the normal schools give a one year's course to college graduates having good scholarship and aptness to teach, in college they receive a certificate if they complete the course. This is a right procedure.

The season for commencements and closing exercises is at hand. On the table lie invitations from principals east, west, north, and south. Would that it were possible to attend every one of these! How brave and alert the graduates march forward! How gratified is each with a diploma! How proudly the parents look on! How happy is the teacher to give evidence of the hard study of his pupils!

Kind friends, accept thanks for your remembrance; we are with you in spirit, no matter how far away you are. The "noblest patriot band" is in the school-house to-day; the hope of our country is with the teachers. And the work of '95-6 has been an advance, we truly believe, above and beyond that of any preceding year.

A few weeks ago it was said that there would be no meeting held this summer by the New York State Teachers' Association. On writing to State Supt. Charles R. Skinner for definite information the following reply was received:

There has been some talk of abandoning the Rochester meeting, but I understand that a formal meeting will be held in order to transact certain important business which is liable to come be-

fore it. There is to be a brief meeting on Monday morning, July 6, with a general meeting in the evening and a short meeting on Tuesday morning, allowing teachers to reach Buffalo in time for the opening of the National Association.

Albany, N. Y.

CHARLES R. SKINNER,
State Superintendent.

The death of Thomas F. Harrison, formerly assistant superintendent of schools in New York city, has been expected for some months; yet the announcement created a most painful shock to a wide circle acquainted with his eminent services as an educator. He had suffered greatly all winter, but was taken to his pretty cottage at Cornwall in hopes of benefit from the change of air. He lingered but a few days after arriving, passing away June 13, aged 72 years. The funeral services were held in the chapel of the Fourth Avenue Presbyterian church on the 16th. An account of this remarkably able man will appear in a later issue of THE JOURNAL.

It was said of Titian and Tintoretto that they painted "with fire, sudden and splendid, as the lightning paints the cloudy vault of heaven." They would hardly have obtained such wonderful color had they not been surrounded by the glory of Venetian coloring, and day by day delighted in the golden hues of the Venetian sunset, the sunlight through the showers on the lagoons, the pavements of red canvas from the Euganean quarries, and the palaces of white marble reflected on the waters.

In pictorial art we cannot overestimate the importance of the general influences and environment of the school-room.

WILHELMINA SUGMILLER,

Supervisor of Drawing, Indianapolis, Ind.

Leading Events of the Week.

Forty anarchist suspects in prison in Barcelona, Spain, for throwing a bomb at a religious procession.—The czar of Russia, in honor of his coronation, subscribes 250,000 roubles to various churches for charity.—The reform committee in the island of Crete ask for half the customs and a governor of their own choice.—The St. Louis hotels, contrary to their previous decision, are forced to take in negro delegates to the national Republican convention.—Skeletons of human beings nearly eight feet tall found near Springfield, Ohio.—Great destitution among the residents of White Bay, Newfoundland.—The battleship *Massachusetts* placed in commission at Philadelphia.—Congress adjourns quietly (June 11) without receiving the expected communication from President Cleveland regarding Cuba.—Death in Albany, N. Y., of Judge Isaac H. Maynard.—Much gold withdrawn for shipment to Europe, and fears that another bond issue may be necessary.—The probability of the St. Louis convention favoring a gold standard causes a jump in prices of American stocks in London.—Weyler releases Thomas R. Dawley, a correspondent of *Harper's Weekly*, from a foul dungeon in Morro castle, after an imprisonment of eleven days; it was shown that he had committed no offense.—By the use of dynamite the Cuban rebels cut off Havana's water supply.—Cardinal Satolli is recalled; Monsignor Falconio will succeed him as papal legate in America.—The Republican convention meets in St. Louis; a lively contest over the financial plank; New York and Massachusetts head the fight in favor of a gold standard.

The fifty-first annual meeting of the New York State Teachers' Association will be held in Rochester, Monday, July 6, and Tuesday morning, July 7.

Alexander McGuffey.

Thousands of people will be pained to hear of the death of Alexander H. McGuffey, which recently occurred at the advanced age of eighty years. His name is a familiar one to the multitude who have used his text-books, and the selections from the Eclectic series of reading books have been the means of implanting a love for good literature.



Mr. McGuffey was born in Youngstown, Ohio, in 1816. He was of Scotch parentage. At the age of sixteen he was graduated at Miami university, and five years later was admitted to the bar. Before he had reached his twenty-fifth year he had published several school books which became so popular that he devoted his entire time to their preparation. His text-books soon became known all over the country, and were in great demand. These books include primary method of reading, spelling, and other branches.

Mr. McGuffey was well-known in literary and educational circles, and his death is a loss to his many friends.

Dr. Thomas May Peirce.

The name of no business educator is more widely known than that of Dr. Thomas May Peirce who died at his home in Philadelphia on the 16th. of last month. Dr. Peirce was the founder and principal of Peirce's Business College, and the author of several books on business training, among them "Test Business Problems," "Peirce College Writingslips," "Peirce College Manual of Bookkeeping," and "How to Become a Bookkeeper." He was born at Chester, Delaware county, December 10, 1837.



He was of English ancestry, being a lineal descendant of George Peirce, as the family name was originally spelled, who came to this country with William Penn and settled on an extensive grant of land which covered the present township of Thornbury, in Delaware county, as well as the township of the same name in Chester county. His father was the late Caleb Peirce, a well-known and highly respected citizen of Philadelphia, who was for a quarter of a century a successful teacher in Chester and Delaware counties. Dr. Peirce was educated in the public schools of

Philadelphia, and graduated from the Boys' Central high school at the age of sixteen. Between that time and the attainment of his twenty-first year he traveled extensively, supplementing his education by observation and practical work in business pursuits. On reaching his majority he took charge of a district school in Springfield township, Montgomery county, Pa., and thus began the career of an educator, which he followed with success, and for which he developed a remarkable talent. From Springfield he went to the Norristown high school as a teacher. From there he went to the Manayunk grammar school, and in rapid succession to the Monroe and Mount Vernon grammar schools, of Philadelphia, doing good service in the cause of popular education. With this ample experience he established the Peirce college of business in 1865, and became its principal.

Courses for Teachers at Yale.

With the desire of being serviceable to the teachers of public and private schools in the state of Connecticut, a series of courses in various subjects of study has been arranged at Yale university to extend through the academic year 1896-7.

These courses will be open to teachers who are either graduates of colleges, or are qualified by reason of their previous studies to pursue successfully the subjects of their choice.

Teachers who take these courses will have their names enrolled in the university catalogue under the heading "Courses for Teachers," but will not be regarded as candidates for a degree.

A course will consist of twenty-four exercises, to be given on Saturdays—eight in the fall, eight in the winter, and eight in the spring term.

In connection with the several subjects of study, lines of reading will be marked out to supplement the class-room exercises, and whenever it is possible the subject will be illustrated by charts, or models, or by laboratory experiments, while hints and suggestions will be freely given as to methods of study and of teaching.

The university library is open for consultation to those who hold tickets to these courses. The exhibition rooms of the Peabody museum and the collections of the Art school are also open.

The teachers of New Haven are to be particularly congratulated on this splendid opportunity for professional advancement which Yale offers in these courses.

Lecture courses are announced by the following members of the faculty:

Psychology and Pedagogy.—Professors George T. Ladd, George M. Duncan, and E. Hershey Sneath.

Political and Social Science.—Professors William G. Sumner, Irving Fisher, and Hervey W. Farnham.

History.—Professors Arthur M. Wheeler, Edward G. Bourne, Charles H. Smith, and George B. Adams.

English.—Professors Henry A. Beers, Albert S. Cook, and Thomas R. Lounsbury.

Modern Languages.—Professors Gustav Gruener, Arthur H. Palmer, and Jules Luquini.

Greek.—Professors Thomas D. Seymour, Bernadotte Perrin, and Thomas D. Goodell.

Chemistry.—Professors William G. Mixter, Horace L. Wells, and Frank A. Gooch.

Physics, Paleontology, and Physical Geography.—Professors Arthur W. Wright, Henry S. Williams, Charles S. Hastings, and William H. Brewer.

Biology.—Professors Sidney I. Smith, Russell H. Chittenden, and Dr. Alexander W. Evans.

Mathematics, Astronomy, and Instrumental Drawing.—Professors Andrew W. Phillips and William Beebe, and Mr. Edwin H. Lockwood.

Application for admission is to be made by letter before July 1, or between September 10 and September 20, to Professor Andrew W. Phillips, 90 High street, New Haven, Conn.

Personally-Conducted Tours via Pennsylvania Railroad.

That the public have come to recognize the fact that the best and most convenient method of pleasure travel is to participate in the Pennsylvania Railroad Company's personally-conducted tours, is evidenced by their increased popularity with each succeeding year and the number of inquiries in regard to them.

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The following tours have been arranged for the season of 1896:—

To the north (including Watkins Glen, Niagara Falls, Thousand Islands, Montreal, Quebec, Au Sable Chasm, Lakes Champlain and George, Saratoga, and a daylight ride down through the Highlands of the Hudson), July 21 and August 18. Rate, \$100 for the round trip from New York, Philadelphia, Baltimore, and Washington, covering all expenses of a two weeks' trip.

To Yellowstone Park, covering a period of seventeen days, on a special train of Pullman sleeping, compartment, and observation cars and dining car, August 27. Rate, \$300 from New York, Philadelphia, Baltimore, and Washington.

Two tours to Gettysburg, Luray Caverns, Natural Bridge, Richmond, and Washington will be run in the early Autumn.

Birmingham Teachers are Awake.

The teachers form a lyceum, of which Supt. Phillips is chairman. There is a four years' course of study. EDUCATIONAL FOUNDATIONS (published by E. L. Kellogg & Co.) is used as a text-book. Here are some of the questions considered at the Lyceum. They show that the teachers there are becoming professional. How many teachers in New York, Boston, Chicago, and elsewhere are considering similar questions?

HISTORY.

1. What was the general state of education when Comenius began his reformatory work?
2. What was the principal purpose of the educational reform planned by Comenius?
3. Why did he fail to accomplish this reform?
4. Give the reasons why Comenius was called the "Seer" among pedagogues.
5. What did Comenius mean by "teaching in accordance with natural laws"?
6. For what thought is the world particularly indebted to Comenius?
7. Describe briefly the relation between Comenius and Basedow.
8. Give Basedow's "Fundamental Maxim."
9. What can you say of Rousseau's general character?
10. Wherein lies the power of Rousseau's "Emile?"
11. Compare the foundation principles of education as advocated by Basedow with those advocated by Rousseau.
12. Compare the ideas of Basedow and Rousseau on the government and training of children.
13. Compare Basedow's and Rousseau's ideas of instruction.
14. Give a brief description of Pestalozzi's trials at Stanz.
15. With which of his schools are Pestalozzi's successes and failures most bound up?
16. Recount briefly the influence of Pestalozzi's idea on education in America.
17. Mention what you consider some of the strongest and weakest points of Pestalozzi as an educator.
18. Compare briefly Pestalozzi and Rousseau as educators.
19. Which of Pestalozzi's methods were recommended and which condemned by Herbart?
20. What is Herbart's place in pedagogics and didactics?

PRINCIPLES.

1. What is the aim and object of education?
2. How can the object of education be met by the school?
3. Explain and illustrate what is meant by the Herbartian motto, "Every line of study should have its bearing on conduct."
4. (a) What great object should the teacher ever keep before him?
- (b) What virtues can the school develop more successfully than the home?
5. What are Pestalozzi's physico-mechanical laws upon which the art of teaching is based?
6. (a) Why is it difficult to educate indolent children?
- (b) How is indolence to be treated?
7. How would you cultivate attention in children?
8. What is the surest means for early character formation?
9. How much account should be taken of spontaneity in children?
10. (a) What does Herbart make the prime object of education?
- (b) What means would he use for attaining the object?
11. What are the ten rules of teaching laid down by Comenius?
- (a) How do you govern your school?
- (b) What allowance do you make for heredity?
- What allowance do you make for environment?
12. What allowance do you make for individuality?
13. What danger lies in the way of the teacher who assumes a virtue?
14. What can you say of rudeness, wrathiness, wilfulness, talkativeness, diligence?
15. Give an outline of what you consider skilful questioning?

DR. HARRIS'S REPORT.

Besides the above, founded on EDUCATIONAL FOUNDATIONS the following questions, founded on the report of the "15 Committee" were also considered.

1. In what has been the real improvement of methods in language teaching?
2. What is meant by "memory of accessory details" in contradistinction to "organizing insight"?
3. What caution applies to the habituation of pupils to the use of objects and of formulae?
4. Does this caution apply to the principles of written and oral analysis? Give reason for your position.
5. In what consists the improvement of methods in geography?
6. Keeping the great law of apperception in view, what point in history would you select to be the initiative center of interest? State reasons.

7. Would you teach elementary science differently from science proper? Why, or why not?
8. Outline the method you would use in teaching your class respiration.

9. Would you give physical culture or calisthenics to rest the minds of your pupils? Why, or why not?

10. Do you believe that two grades or two divisions of the same grade, are better in one room than only one grade? Discuss the two kinds of attention under this head.

Queries and Notes.

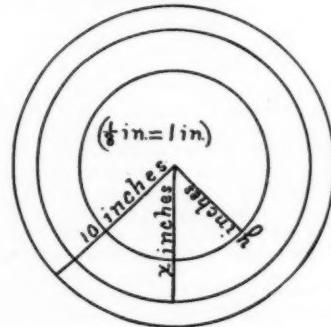
Three men bought a grindstone 20 inches in diameter. How much of the diameter must each grind off so as to share the stone equally, making no allowance for the eye?

A. C.

Let x be the radius of the grindstone, after the first ground off his share, and y the radius after the second ground off his share. Then, as circles are to each other as the squares of their radii and $x^2 : 10^2 = 2:3$ { or $x : 10 = \sqrt{2} : \sqrt{3}$
 $y^2 : 10^2 = 1:3$ { $y : 10 = 1 : \sqrt{3}$

Hence $x = \frac{10\sqrt{2}}{\sqrt{3}} = 8.16$ and $y = \frac{10}{\sqrt{3}} = 5.77$.

Answer: The first grinds off $10 - 8.16 = 1.84$ in.
 The second grinds off $8.16 - 5.77 = 2.39$ in.
 The third grinds off 5.77 in.



F. G.—Concert recitation has some value. To recite a piece of poetry in concert certainly pleases, helps to impress it on the memory, and encourages the timid. The teacher who uses this method should use it pedagogically. The objections to its use arise from the employment of it at haphazard.

Suppose a teacher has a new class, one whose members are afraid of their own voices; he calls on one who breaks down in giving a rule; the rest lose courage; he repeats it and says, "all say it." They acquire courage; he says, "once more;" this is done. Now, Henry, give us the rule." The employment of concert reciting in this case has a reason underneath.

Suppose again he wants a poem learned by a class, say Byron's "There was a sound of revelry." Now some hate poetry and will half learn the words. The teacher asks for a concert recitation of the poem. The rhythmic movement of the voices gives a pleasure next to music; there is pleasure associated now with the words; besides the repetition impresses the words on the memory. There is a value, then, in concert recitation; but it has its limits. The unpedagogical teacher uses it without reason or limits.

EMMA G. L.—The meaning of "free and unlimited coinage of silver at the ratio of 16 to 1" is to be free to take silver bullion to the mint and have it made into dollars, each of which weighs sixteen times as much as a gold dollar, but which shall be in law of equal force with a gold dollar in the payment of debts. The government makes a small charge for the work of coining, but it is called "free" coinage where all owners of silver are "free" to have their bullion coined. The objection is that a gold dollar is worth more than twenty times what the silver dollar is. The American people ought not to stamp a piece of silver as "one dollar" when it is not *absolutely* worth one dollar; it is not honest. This dishonesty will have to cease if we wish to prosper. The great American sin is the willingness to get dollars anyhow.

The South Central Missouri Teachers' Association is to be held in West Plains, December 28-30; it embraces over forty counties. There is a renewed activity in this state. The West Plains college is highly appreciated. The excursion to Arkansas was a great success. I have been teaching thirty-two years and have lost but eight days in that time; have been a subscriber to THE JOURNAL since 1872; I can frankly say it has no superior on earth; I ascribe much of my success to its most valuable suggestions.

W. H. LYNCH.

West Plains College.

Educational Supply Stations.

An "Educational Supply Company" has been organized in Kingston, Jamaica, with Mr. Gillies as general business manager. One of the members of this new firm is the principal of the largest normal school on the island.

While the name of the Century School Supply Co. is a new one in the business world, the business is an old and well-established one. This company succeeds C. F. Rassweiler & Co., of Chicago, in the school supply and publishing business, including Yaggy's Geographical Portfolio, Palestine Portfolio, and lithographic plates and engravings of these and other apparatus and books, and all designs either in use or in process of preparation by the old firm. The manufacture and sale of goods will go on as before. The increasing cares which rested specially on the financial head of the old firm made it practically necessary for a division of the responsibility, and the development of the business in new directions made it desirable to change to the more permanent form of a corporation. The officers, who have all been in this business in Chicago in some responsible capacity for many years, will have associated with them in the office and in the field some of the most active and successful school supply men in the country. The address of the company is 211 Madison street, Chicago.

The New Century Educational Company, of 239 Broadway, who have turned out some very interesting and artistic publications in the educational line during the past year, have been merged into the Morse Company which is now located at 96 Fifth avenue, corner of Fifteenth street, where they extend a cordial welcome to their friends.

The Morse company has a capital of \$400,000, and having secured the services as editor, of a man of large experience, who was formerly at the head of department of one of the largest companies, they are now fully equipped for making rapid extension of their already interesting list, their intention being to publish only advanced ideas in educational work, and miscellaneous works of a high order.

It is understood that Mr. E. Butterick, of the Butterick Publishing Co., is president of this company.

Educational Photographs.

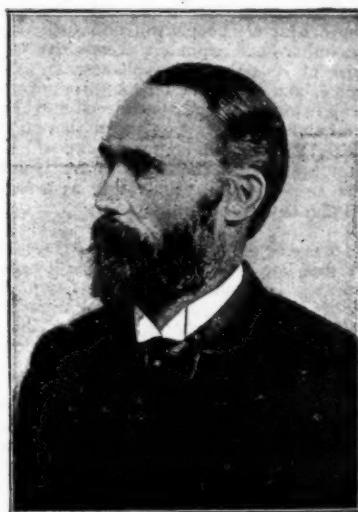
Mr. Frank Hegger has built up a splendid reputation as an importer and publisher of educational photographs and views from all parts of the globe. His carbon photographs are considered by experts the finest ever produced and they are, as Professor Moore, of Harvard university, writes, "admirably suited to the needs of colleges and other institutions, where the history and principles of the fine arts are taught." Mr. Hegger makes a specialty of portraits of public men, makers of European history, educators, churchmen, scholars, great lights in art and literature, and also of carbon photographs of old and modern masters, architecture, archeology, geology, ethnology, and zoology. He has been in this business in London since 1874 and in New York since 1883 and has traveled all over Europe again and again knowing almost every nook and corner whence educational photographs may be obtained.

In a few weeks Mr. Hegger will visit, as is his annual custom, Ireland, England, France, Switzerland, Italy, Austria, Germany, Holland, and Belgium, and will try to include in his trip also Russia and the Scandinavian countries. He is anxious to obtain suggestions as to what series of photographs would be of greatest interest to educators generally. He writes to ask whether

there would be a demand for large photographs of universities, art galleries, palaces, and town halls, and if so, which of these in particular. Educators will do well to write or call on him at 288 Fifth avenue, New York city, and make their preferences known. Since May 1 he has decided to concentrate and confine his efforts to studying the wants of educational institutions and to help on the great movement for art study in the schools. His photographs are printed in permanent carbon only and represent the most desirable and beautiful material for the art decoration of schools and homes.

New Books.

In some respects the school system of Canada is superior to our own. Our northern neighbors have not inherited that fear of centralization which has prevented us from reaping the full reward from wise supervision and regulations for the general welfare. Our superintendents, teachers, and school boards will find many useful hints from the new volume in the International Education Series, by the Hon. Geo. W. Ross, minister of education for the province of Ontario, on *The School System of Ontario*. He summarizes the chief characteristics of this system as follows:



HON. GEO. W. ROSS, Minister of Education, Ontario, Canada.

It is an organized whole, beginning with the kindergarten and ending with the university; it provides free education to all persons under twenty-one years of age; it graduates the courses of study from the kindergarten to the university, so as to avoid waste of time on the part of the pupils, and waste of teaching power on the part of the teachers; it provides a trained teacher

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for every school aided by public money; it furnishes a uniform standard of examination for every teacher, according to his rank; it protects children against the selfishness or neglect of parents and guardians, by making attendance at school compulsory; it secures trustees against the incapacity of teachers by a rigorous system of examination and inspection; it protects education from the caprices of public opinion by the appointment of inspectors during pleasure, and by the election of trustees for a lengthened term of service; it secures economy and uniformity in text-books by placing their publication in the hands of a central provincial authority; it provides for the establishment of separate schools for Roman Catholics subject to the same standards of efficiency as the public schools. The author whose long experience well qualifies him for the task, shows in detail how these ends have been secured. (D. Appleton & Co., New York.)

There are travelers who go through a foreign country and see there nothing but railroads, smoking chimneys, growing crops, and other indications of industry. Others bring up the literary and historical associations of the places they visit and interweave them into a narrative of the journey with descriptions of the places and people observed. The person that takes much mental furniture with him or her when traveling gets much out of it. In order to describe places well in the British isles one needs to be like Alice Brown, the author of a series of sketches entitled *By Oak and Thorn*, steeped in literary and historical lore. It is for this reason that literary people will find such a charm in this volume. The author finds reminders everywhere of the mighty past; memories of Raleigh, Drake, Shakespeare, George Eliot, Charlotte Brontë, and scores of others throng before her, and Britain's legendary lore is skilfully introduced into her pages here and there. Her style possesses that charm that only the literary artist can give. The person of literary culture will love to wander with her through Devon, the haunt of the Doones, the land of Arthur, the Brontë country, and other parts of the island. (Houghton, Mifflin & Co., Boston. \$1.25.)

The method of teaching elocution of an experienced and successful teacher in that line is presented in *The Orum System of Voice Education*. The author, Julia A. Orum, instructor in voice training in the Woman's college, Baltimore, Md., and teacher of elocution in other schools, has issued this book in response to the urgent requests of many friends, although she contends that it is impossible to set forth satisfactorily a system of teaching this art in words. The workman must become acquainted with his tools if he would do the best kind of work, and therefore she begins by showing how the human vocal apparatus is constructed. Then she shows how to teach accent, emphasis, and inflections, and other points that go to make up good reading, giving numerous illustrations. The book seems to be better adapted than any we have seen to aid teachers of classes of young pupils to give expression to their reading. It will be a great help, however, to all classes of teachers. (Published by the author, Julia A. Orum, Philadelphia.)

Most people now see a great deal of truth and beauty in the stories of gods and heroes by which the men of ancient times expressed their views of the universe; furthermore teachers have found these stories proper material for interesting and hence stimulating the faculties of children. These tales, if properly presented, suit their stage of mental development, and, in later years, help them to understand the grand stories and poems founded upon them. *Old-Time Stories*, by E. Louise Smythe, is a collection of old-time stories, fairy tales, and myths retold by children. It originated in a series of little reading lessons for the first grade pupils of the Santa Clara public schools. The object of the lessons was three-fold: to provide reading matter for the little ones who had only a small vocabulary of sight words; to acquaint them early with the heroes who have come down to us in song and story; and to create a desire for literature. Educators will admit that these ends are desirable, and it will be demonstrated by use that the book is a very efficient means of accomplishing them. The lessons begin with very short and easy ones, and increase in difficulty by almost imperceptible degrees. There are plenty of attractive pictures that engage the interest and tell almost as much to young eyes as the words. The book will make learning to read a pleasure instead of a drudgery. It is handsomely bound in red cloth with a pretty cover design in black and gilt. (Werner School Book Co., Chicago and New York.)

The Child's Garden of Song contains a choice collection of school music selected and arranged by William L. Tomlins, with designs by Ella Ricketts. One critic says that "it is not unsafe to assert that it is by far the most beautifully illustrated book of its class published in the United States. Musically it takes the same rank." Every page has a different design beautifully printed in colors. A pleasant effect is therefore made on the eye as well as on the musical sense. (A. C. McClurg & Co., Chicago. \$2.00.)

Prof. Albert S. Cook, of Yale university, has edited books one and two of Milton's *Paradise Lost* for the Students' Series of English Classics. The editor says that "the purpose of this edition is to promote the enjoyment of Milton's poetry through study of a selection which, by its excellence of every sort, will reward prolonged attention." The book contains a sketch of Milton's life, his early life and ideas as set forth in his own words, the composition of *Paradise Lost*, Milton as viewed by other poets, a chronological table, aids to the study of Milton, and a large number of notes. (Leach, Shewell & Sanborn, Boston, New York, and Chicago. 35 cents.)

Shakespeare wrote some greater plays, but never a more delightful one than the comedy of *As You Like It*. This is issued as No. 93 of the Riverside Literature Series. It is edited by Richard Grant White and furnished with additional notes. Some valuable suggestions for special study are given, including music for the songs. No. 94 is the first three books of *Paradise Lost*, with an introduction and notes. (Houghton, Mifflin & Co., Boston. 15 cents each.)

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New Books.

The bound volume of the *Century Magazine* from November, 1865, to April, 1866, makes a volume of 960 pages filled with valuable articles and serials of a high literary character. While there are other magazines of great merit, undoubtedly of equal merit in various ways, somehow the name of *The Century* comes up when a high standard of literary and artistic excellence is required. It is impossible to more than hint at the wealth of material in this volume. Of course the liberally-illustrated biography of Napoleon, which is continued from previous volumes, will attract first attention. It takes the history up to the failure of the Spanish campaign and contains many valuable portraits. Then there are a number of articles by the artist, M. Vibert, a serial ("Sir George Tressady") by Mrs Humphrey Ward, and another ("Tom Grogan") by F. Hopkinson Smith, and other features. Live political topics are discussed in the editorials. Among the contributors of prose articles are F. Marion Crawford, Jacob A. Riis, Mrs Schuyler Van Rensselaer, Bret Harte, Frank R. Stockton, Edith M. Thomas, Woodrow Wilson, William Dean Howells, Rudyard Kipling, and others, while the contributors of verse are Louise Imogen Guiney, Clinton Scollard, John Vance Cheney, H. H. Boyesen, James Whitcomb Riley, Frank Dempster Sherman, E. C. Stedman, and other well known writers. The volume is substantially bound, with elaborate stamped design. (The Century Co., New York.)

It is seldom one reads a more beautifully written little story than that by Imogen Clark entitled *The Victory of Ezry Gardner*. Ezry's life is commonplace and uneventful, yet the author throws about him an atmosphere of poetry that charms the reader of cultivated taste. He and his little pet pony mare Baby are faithfully painted as is also the scenery of their New England island home. Humor and pathos are artistically blended in this exquisite idyl. (T. Y. Crowell & Co. 16mo, gilt top, 75 cents.)

Literary Notes.

A Burns exhibition is to be held in Glasgow during the summer months. An appeal is made for loans of pictures, manuscripts, relics, books, and other articles likely to enhance the interest and the value of the exhibition.

The edition of the "Idylls of the King," which will be completed in August by Houghton, Mifflin & Co., by the publication of "Lancelot and Elaine and Other Idylls of the King" as volume 9 of the same series, will be the *first annotated* edition of the entire series of Idylls published in this country or in Europe.

The Critic of May 30 devotes several pages to letters from the leading college presidents throughout the land, telling of the chief literary features of this year's commencement exercises. Six additional pages are devoted to other educational matters. The paper's lively interest in such is further evidenced by the fact that on June 6 it published authorized statements of the sums in excess of \$1,000,000 given or bequeathed to educational institutions in America. Current reports in this connection were corrected. In the same number the summer plans of many well-known authors are revealed.

The first series of child observations imitation and allied activities, made by the students of the state normal school at Worcester, Mass., has been edited by Ellen M. Haskell, with an introduction by Principal E. H. Russell, and is announced under the title *Child Observations*. This is believed to be far the largest collection of facts of child life ever given to the public. It exhibits, by more than twelve hundred instances carefully observed and succinctly recorded, the operation of the faculty or instinct of imitation in children, covering the period between the first and fifteenth years of life. The records are arranged progressively in groups according to the ages of the children observed, and show in an interesting way, by concrete examples, the growth and development of this fundamental activity of childhood from year to year. D. C. Heath & Co., Boston, are the publishers.

The June number of the *Political Science Quarterly* (Ginn & Co.) opens with a discussion of "Federal Railway Legislation," by H. T. Newcomb, of the department of agriculture, Washington; various phases of the silver question are set forth by Edward Cary, in "Twenty-five Years of Political Finance," Prof. Frank Fetter, in "The Gold Reserve," and Prof. J. B. Clark, in "Free Coinage and Prosperity;" Prof. H. L. Good begins a series of papers on "The Colonial Corporation"; Prof. Munroe Smith continues his estimate of "Four German Jurists"; and Prof. W. J. Ashley critically analyzes "Seeböhm's Tribal System in Wales." There are reviews of over twenty-five recent publications, and the regular semi-annual instalment of Prof. Dunning's "Record of Political Events."

The Atlantic Monthly for June contains the letters of Dante Gabriel Rossetti, Part II. This series, edited by George Birkbeck Hill, was opened in the May issue. This installment contains the letters for 1855.

An article on "Civilizing the American Indian," by Ruth Shaffner, attractively illustrated with pictures of the Indian school at Carlisle, Pa., and its students, in the June issue of *The Chautauquan*, will be interesting to those who champion the cause of the noble red man.

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Interesting Notes.

Nature takes the time when one is lying down to give the heart rest, and that organ consequently makes ten strokes less a minute than when one is in an upright posture. Multiply that by 60 minutes, and it is 600 strokes. Therefore in eight hours spent in lying down the heart is saved nearly 5,000 strokes, and as the heart pumps six ounces of blood with each stroke it lifts 30,000 ounces less of blood in a night of eight hours spent in bed than when one is in an upright position. As the blood flows so much more slowly through the veins when one is lying down, one must supply them with extra coverings the warmth usually furnished by circulation.

—*Harper's Bazaar.*

The oldest rosebush in the world is said to be at Hildesheim, Hanover, where it emerges from the subsoil of a church. According to tradition this rosebush was planted by Charlemagne in 833, and the church having been burned down in the eleventh century, the root continued to grow in the subsoil. It is mentioned in a poem written in 1690, and also in the work of a Jesuit who died in 1673.

Connection between the mainland and Fastnet lighthouse on the southwest coast of Ireland has heretofore been carried with much difficulty owing to the fact that a telegraph cable had to be carried over an exposed rock where it was subject to constant chafing. The cable now terminates in the water sixty yards off and the electrical connection is completed through the water to two bare wires dipping into the sea near the rock.

Isabel King, a teacher, writes from Goya, Argentine Republic, to the Werner School Book Company, New York, as follows: "I exclaimed 'Eureka' when I opened the *Werner Primer* you kindly sent me. It embodies all that we have been trying to do for years in bridging the distance between kindergarten and grade work, and it does it in a most captivating manner. The most mechanical routine teacher cannot fail to catch a glimpse of what real teaching must be like, on opening this ideal book. I have a splendid collection of primers and first readers in different languages, including old-fashioned ones and the very newest, but this excels them all, individually and collectively. I most heartily thank the unknown friend who gave you my name and address, and only regret that I cannot send you a large order for a number of those beautiful books. Our grade work is all in Spanish, and I can only use the book to exemplify the ideas I give in training my pupil teachers, sighing with them because we have no such book to put into the hands of our little ones."

INTERCOLLEGIATE BOAT RACES.

The college committee, representing Columbia, Cornell, Harvard, and the University of Pennsylvania, have arranged to hold their great eight-oared intercollegiate boat races this year over the Highland-Poughkeepsie Hudson river course. The freshman race, which will take place on Wednesday, June 24, will cover a distance of two miles starting from Yellow point, just above Highland, on the West Shore Railroad, the crews rowing south. The university race between these colleges will take place on Friday, June 26, over a distance of four miles, starting from Krum Elbow and running south to a point half a mile below Highland Station. The college committee have arranged with the West Shore Road to construct an observation train of

forty cars which will be in service on the days these races take place. The cars will be specially equipped and decorated with college colors and those who are on this train will have a close and unobstructed view of the great struggle. The speed of the observation train will be so regulated that passengers will be opposite the racing crews from start to finish. The West Shore tracks run by the edge of the river, and as the course has been laid near the West bank of the Hudson no better point of vantage to view the contests can be had than from this observation train.

Tickets will be on sale in New York, and any agent of the West Shore Railroad, upon early application, will secure tickets for this train. Tickets will be sold at \$2.00.

A one-way rate from all points on the West Shore Road has been put in force.

Tickets will be sold, good going only on Wednesday, June 24, or on Friday, June 26, and will be valid on any regular train, or on the special train leaving New York at 1:00 P. M., which will stop en route to pick up passengers, arriving at Highlands in ample time to witness the start of the races, which will take place at 5:30 P. M. on each race day. Tickets for return passage will be honored on any train leaving Highland previous to midnight of June 27.

A NEW GUIDE,

Summer Homes and Tours, is a beautifully illustrated book, containing a list of over 3,000 hotels and boarding houses along the Hudson, in the Catskill mountains, and northern New York. Send eight cents in stamps to H. B. Jagoe, General Eastern Passenger Agent, West Shore Railroad, 363 Broadway, New York, or free upon application, for your information.

A new method of determining the presence of metallic poisons in the body after death is to pass a current of electricity through it decomposing the torsion and depositing the metal on one of the electrodes. It is said that in the cases of antimony, lead, copper, mercury, etc., this method will detect the presence of as small a quantity of the metal as one-thousandth of a grain.

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USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

Nicaragua - A Small Country, but Rich In Resources.

The total population of the republic of Nicaragua is put by the best authorities at 310,000, or about one-sixth as large as that of New York city. Of the inhabitants of the country, one-tenth belong to uncivilized aboriginal tribes, while the main body are classified as "Indians," zambos, mulattoes, negroes, mixed races, and Europeans, the latter being but few in number.

The area of the republic is only about 49,500 English square miles. There are few towns, and all of them, with two exceptions, are small and rude. The population of Managua, the capital is 18,000, and that of Leon, formerly the capital, 25,000. The town of Corinto is the principal port on the Pacific, and the ladino element (a mixture of white and Indians) predominates there. The most important industry of the inhabitants of Nicaragua is the raising of cattle, the hides of which are exported; and among the other exports are coffee, bananas, sugar, indigo, cocoanuts, cacao, Brazil wood, and cedar. The head of cattle number over 400,000. The greater part of the imports are from England, and the greater part of the exports are to the United States. There are over 100 mines worked by American companies, in nearly all of which gold is found mixed with silver, and in a few silver mixed with copper. A good deal of American capital has been sunk in them. Nicaragua is especially rich in valuable woods, the mahogany, rosewood, granadillo, and ronron, also medicinal trees, besides other commercial trees, including the *castilloa elastica*, from which india-rubber is made; the gutta-percha tree, and several trees which produce gums. Wild animals, monkeys, alligators, lizards, and snakes abound, besides tropical birds to the number of 150 species. Mosquitoes swarm in all damp places, and there are fierce wasps. The foraging ants move in large armies. The seas, rivers, and lagoons are alive with every variety of tropical fish.

There are numerous volcanic peaks, a few of which are still active, but most of them have long been extinct. The last great eruption was that of 1835, when Coseguina scattered its hot ashes over a circle 1,500 miles in diameter. Near some of the extinct craters are vast beds of lava and scoria and numerous vents called *infernillos*, which emit smoke and sulphurous vapors. On the Pacific coast the soil is very rich, and the climate is essentially that of the central zone; but the amount of cultivated land is small in proportion to the arable area of the country. Maize, the principal food of the natives, is very prolific, and fine fruits and vegetables grow in abundance.

The form of government is constitutional and republican. There is a Congress of two branches, the senate and the house of representatives, the members of both of which number only thirty-nine, who are elected under the Nicaraguan system of universal suffrage. The president now in power, Gen. Santos Zelaya, was elected in the Nicaraguan way, and holds office for four years. He has a council of four ministers, who have charge of that number of departments of the government.

The active army of Nicaragua consists of 2,000 men, with a reserve of 10,000, besides a nominal militia force of 5,000. The active troops are poorly equipped and apparelled, and the reserves are unfit for any service in the field as against a European force. There are about 100 miles of railway open in the country, which were built at a heavy cost. The finances of the government are always in bad condition, on account of the disturbances that often prevail.

The Egret Plume.

The aigrette worn by so many ladies is in very nearly all cases actually made of the slender feathers that grow at one time of the year on the egret's back and drop gracefully over the sides and tail of the bird. The less fine plumes with shorter and stiffer filaments are from the squacco heron, which is not an egret. Those who engage in the business of procuring these plumes, know that to obtain a good supply with little trouble, the birds must be taken when the breeding season is well advanced. The best time to attack them is when the young birds are fully fledged, but not yet able to fly; for at that time the solicitude of the parent birds is greatest, and, forgetful of their own danger, they are most readily made victims. And, when the killing is finished, and the few handfuls of coveted feathers have been plucked out, the slaughtered birds are left in a white heap to fester in the sun and wind in the sight of their orphaned young that cry for food and are not fed. There is nothing in the whole earth so pitiable as this—so pitiable and so shameful—that for such a purpose human cunning should take advantage of that feeling and instinct which we regard as so noble in our own species, and as something sacred—the tender passion of the parent for its offspring, which causes it to neglect its own safety, and to perish miserably, a sacrifice to its love! . . . And those who, not ignorant of the facts, encourage such things for fashion's sake, and for the gratification of a miserable vanity, have a part in it, and are perhaps more guilty than the wretches who are paid to do the rough work. The shiest, most secretive kinds lose all their wild instincts in their overwhelming anxiety for the safety of eggs or young. And when the poor bird, uttering piercing cries, its sensitive frame quivering, its bill gaping, as if the air could no longer sustain it in its intense agitation, and fluttering its lovely wings to make them more conspicuous, and by such means draw the danger away from its treasures and on to itself—when it has been ruthlessly shot for its feathers—its fledglings are left to starve in the nest.

The mania for egret plumes is still so great that it seems to exceed the former one for wearing the bodies of birds, and it is quite as senseless. Any observant person who notices these plumes waving, not singly, but often in clusters, on the heads of so many women, must know that the slaughter has not been of thousands, but millions, of beautiful, happy parents of young birds unable to fly.—W. H. Hudson, in *The Naturalist in La Plata*.

There are five non-Aryan races which have obtained a footing in Europe and have held it down to the present day: The Basques of Northern Spain, the Finns, of Northern Russia, the Bulgarians, the Turks, and the Hungarians. The latter are wealthier, and stronger, and greater to-day than all the rest. They reached the country which they now inhabit, in the year 889 A. D., but their national existence is by them dated from the formation of a consolidated power out of their several scattered tribes. This occurred with the chiefs of the House of Arpad, the first of whom began his career about 896. It is, therefore, a thousand years since national existence began for the Hungarians, and they celebrate their millennial this summer.

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